

<u>GRADE 4 READING</u>				
	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
<u>Text</u>	<p>Student demonstrates in-depth knowledge of the text, including inferential as well as literal information.</p> <p>Evaluates main ideas and supports those ideas with organized, accurate, clear details</p> <p>Provides extensive evidence of constructing meaning</p> <p>Exhibits in-depth interpretation of inferential and literal detail from a variety of reading passages</p> <p>Effectively follows text sequence or progression of ideas</p> <p>Accurately draws conclusions from text information</p>	<p>Student demonstrates overall knowledge of the text, including some inferential as well as literal information.</p> <p>Recognizes main ideas and supports those ideas with accurate, clear details</p> <p>Provides adequate evidence of constructing meaning</p> <p>Recall of inferential and literal detail from a variety of reading passages</p> <p>Follows text sequence or progression of ideas</p> <p>Draws conclusions from text information</p>	<p>Student demonstrates literal knowledge of the text, including some interpretations.</p> <p>Recognizes main ideas and supports those ideas with some details</p> <p>Demonstrates some evidence of constructing meaning</p> <p>Recalls literal detail from a variety of reading passages</p> <p>Follows obvious text sequence or progression of ideas</p> <p>Draws some conclusions from text information</p>	<p>Student demonstrates minimal and/or incorrect knowledge of the text.</p> <p>Limited awareness of main ideas and inadequate details to support ideas.</p> <p>Minimal evidence of constructing meaning</p> <p>Inconsistent recall of inferential and literal detail from a variety of reading passages</p> <p>Incorrect recognition of text sequence or progression of ideas.</p> <p>Incorrect conclusions drawn from text information</p>
<u>Analysis</u>	<p>Student analyzes information accurately to solve the problem, evaluate the situation, or draw conclusions.</p> <p>Demonstrates comprehensive knowledge of word meaning, word identification strategies, and an understanding of textual features</p> <p>Identifies the problem, selects information, and evaluates the solution.</p> <p>Thoroughly supports response with relevant, explicit, text-based information</p>	<p>Student applies information appropriately to solve the problem, analyze the situation, and/or draw conclusions.</p> <p>Demonstrates knowledge of word meaning, word identification strategies, and an understanding of textual features</p> <p>Identifies the problem, selects information, and describes the solution.</p> <p>Supports response with relevant, explicit, text-based information</p>	<p>Student applies information that partially solves the problem, describes the situation, or draws weak conclusions.</p> <p>Demonstrates basic knowledge of word meaning and word identification strategies and an understanding of textual features.</p> <p>Identifies the problem, selects information, and makes a partial solution</p> <p>Supports response with short answers using some information and detail from the text</p>	<p>Student applies information ineffectively in an attempt to solve the problem, to recognize the situation, and/or to draw a conclusion.</p> <p>Demonstrates limited knowledge of word meaning, word identification strategies, and an understanding of textual features</p> <p>Ineffectively identifies problem/solution</p> <p>No text based information to support response</p>

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<u>Understanding</u>	<p>Student demonstrates extensive understanding of literary, informational, persuasive, and practical/ workplace texts.</p> <p>Demonstrates an extensive understanding of literary elements (e.g., setting, characters, plot, and problem/solution) when reading literary text</p> <p>Demonstrates an extensive understanding of text features (e.g., lists, tables, graphs, etc.) when reading informational text</p> <p>Demonstrates an extensive understanding of fact and the author's opinion when reading persuasive text</p> <p>Demonstrates an extensive understanding of text (e.g., locating and applying information for authentic purposes, interpreting specialized vocabulary, and following directions) when reading practical/workplace text</p>	<p>Student demonstrates an overall understanding of literary, informational, persuasive, and practical/workplace texts.</p> <p>Demonstrates a developed understanding of literary elements (e.g., setting, characters, plot, and problem/solution) when reading literary text</p> <p>Demonstrates a developed understanding of text features (e.g., lists, tables, graphs, etc.) when reading informational text</p> <p>Demonstrates a developed understanding of fact and author's opinion when reading persuasive text</p> <p>Demonstrates a developed understanding of text (e.g., locating and applying information for authentic purposes, interpreting specialized vocabulary, and following directions) when reading practical/workplace text</p>	<p>Student demonstrates some understanding of literary, informational, persuasive, and practical/workplace texts.</p> <p>Demonstrates some understanding of literary elements (e.g., setting, characters, plot, and problem/solution) when reading literary text</p> <p>Demonstrates some understanding of text features (e.g., lists, tables, graphs, etc.) when reading informational texts.</p> <p>Demonstrates some understanding of fact and author's opinion when reading persuasive text.</p> <p>Demonstrates some understanding of text (e.g., locating and applying information for authentic purposes, interpreting specialized vocabulary, and following directions) when reading practical/workplace text</p>	<p>Student demonstrates minimal understanding of literary, informational, persuasive, and practical/ workplace texts.</p> <p>Demonstrates a minimal understanding of literary elements (e.g., setting, characters, plot, and problem/solution) when reading literary text</p> <p>Demonstrates a minimal understanding of text features (e.g., lists, tables, graphs, etc.) when reading informational text</p> <p>Demonstrates a minimal understanding of fact/opinion and author's opinion when reading persuasive text</p> <p>Demonstrates a minimal understanding of text (e.g., locating and applying information for authentic purposes, interpreting specialized vocabulary, and following directions) when reading</p>
<u>Reasoning</u>	<p>Student demonstrates some insightful, accurate, comprehensive reasoning support-ed by detailed evidence from the text (e.g., analysis, reflection, synthesis, and evaluation).</p>	<p>Student demonstrates clear and accurate communication skills supported with sufficient details and/or examples from the text.</p>	<p>Student demonstrates some reasoning with limited support/details from the text.</p>	<p>Student demonstrates little or no reasoning skills and response lacks relevance and detail.</p>

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<u>Reasoning</u> (con't)	<p>Completely understanding and following complex directions Interpreting the author's point of view and purpose.</p> <p>Locating and evaluating relevant information. Analyzing sequence and multiple details to effectively answer the question.</p>	<p>Understanding and following directions</p> <p>Recognizing the author's point of view and purpose</p> <p>Locating relevant information</p> <p>Identifying sequence and several details to adequately answer the question</p>	<p>Some understanding and evidence of following directions Beginning to recognize the author's point of view and purpose Locating some relevant information with limited details Limited identification of sequence and few details to adequately answer the question.</p>	<p>Little understanding and /or inadequately following directions Not recognizing the author's point of view and purpose</p> <p>Locating little or no relevant information Incorrectly identifying sequence and providing minimal details to answer the question.</p>
<u>Connections</u>	<p>Student makes and justifies insightful connections between text and prior knowledge and real-world issues. Establishes and adjusts the purpose for reading different types of text Makes insightful connections and extensions between their ideas and the text Accurately differentiates distinctive features among printed material</p>	<p>Student makes clear connections between text, prior knowledge, and/or real-world issues.</p> <p>Identifies the purpose of different types of text</p> <p>Makes clear connections and extensions between their ideas and the text</p> <p>Differentiates features among printed material</p>	<p>Student demonstrates some connections between text, prior knowledge, and/or real-world.</p> <p>Limited ability to identify the purposes of different types of text Limited connections and extensions between their ideas and the text</p> <p>Beginning to differentiate features among printed material.</p>	<p>Student demonstrates minimal connections between text, prior knowledge, and/or real-world issues. Inability to identify the purpose of different types of text Minimal connection and extension between their ideas and text</p> <p>Inability to differentiate features among printed material</p>

GRADE 7 READING				
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<u>Text</u>	<p>Student demonstrates in-depth knowledge of the text, including inferential as well as literal information. Provides in-depth explanation of the literal and inferential meaning of a passage taken from text appropriate for middle level students</p> <p>Uses multiple word attack skills such as applying meanings of common prefixes and suffixes, knowledge of synonyms, antonyms, and homonyms, and multiple word meanings to aid in comprehending text</p>	<p>Student demonstrates overall knowledge of the text, including some inferential as well as literal information.</p> <p>Explains the literal and some inferential meaning of a passage taken from text appropriate for middle level students</p> <p>Effectively uses word attack skills such as applying meanings of common prefixes and suffixes, knowledge of synonyms, antonyms, and homonyms, and multiple word meanings to aid in comprehending text</p>	<p>Student demonstrates literal knowledge of the text, including some interpretations.</p> <p>Explains the literal meaning of a passage taken from text appropriate for middle level students</p> <p>Uses some word attack skills such as applying meanings of common prefixes and suffixes and basic knowledge of synonyms, antonyms, and homonyms, and multiple word meanings to aid in comprehending text in some situations.</p>	<p>Student demonstrates minimal and/or incorrect knowledge of the text.</p> <p>Minimal or incorrect explanation of the literal meaning of a passage taken from text appropriate for middle level students</p> <p>Incorrect use of word attack skills such as applying meanings of common prefixes and suffixes and minimal knowledge of synonyms, antonyms, homonyms, and multiple word meanings to aid in comprehending text</p>
<u>Analysis</u>	<p>Student analyzes information accurately to evaluate the situation or draw conclusions.</p> <p>Makes insightful predictions, draws and evaluates conclusions, and makes in-depth generalizations about what is read</p> <p>Selectively uses a variety of strategies such as skimming, scanning, and formulating questions in multiple contexts</p> <p>Analyzes the situation and effectively locates and applies information for a specific purpose (e. g. following directions, completing a task)</p> <p>Accurately identifies the sequence of activities needed to carry out a procedure in an efficient manner</p>	<p>Student applies information appropriately to analyze the situation and/or draw conclusions.</p> <p>Effectively makes predictions, draws conclusions, and makes generalizations about what is read</p> <p>Appropriately uses a variety of strategies such as skimming, scanning, and formulating questions</p> <p>Effectively locates and applies information for a specific purpose (e. g. following directions, completing a task)</p> <p>Accurately identifies the sequence of activities needed to carry out a procedure.</p>	<p>Student applies information that partially describes the situation or draws weak conclusions.</p> <p>Makes obvious predictions, draws weak conclusions, and makes basic generalizations about what is read</p> <p>Uses some strategies such as skimming, scanning, and formulating questions</p> <p>Locates and applies some information for a specific purpose (e. g. following directions, completing a task) in some situations</p> <p>Identifies some of the sequence of activities needed to carry out a procedure</p>	<p>Student applies information ineffectively in an attempt to recognize the situation and/or to draw a conclusion.</p> <p>Makes minimal predictions, draws limited conclusions, and makes poor generalizations about what is read</p> <p>Inappropriately uses strategies such as skimming, scanning, and formulating questions</p> <p>Ineffectively locates and incorrectly applies information for a specific purpose (e.g., following directions, completing a task)</p> <p>Incorrectly identifies the sequence of activities needed to carry out a procedure</p>

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<u>Understanding</u>	<p>Student demonstrates extensive understanding of literary, informational, persuasive, and practical/workplace texts.</p> <p>When reading literary text, student correctly identifies and analyzes the author's purpose, evaluates literary elements (e.g., characterization, setting, plot) and characteristics of literary genres, provides in-depth analysis of the relationships between events in a story and a character's behavior, analyzes conflict resolution, and evaluates literary devices such as foreshadowing, imagery and figurative language (e. g. simile, metaphor)</p> <p>When reading informational or practical/workplace text, student accurately identifies and analyzes the author's purpose and uses text features (e. g. lists, indices, headings, pictures) and organizational patterns insightfully (cause and effect, comparison/contrast, sequence)</p> <p>When reading persuasive text, student correctly identifies and analyzes the author's purpose and evaluates commonly used persuasive techniques (e.g., expert opinion, testimonial, bandwagon)</p>	<p>Student demonstrates a broad understanding of literary, informational, persuasive, and practical/workplace texts.</p> <p>When reading literary text, student correctly identifies author's purpose, describes literary elements (e.g., characterization, setting, plot), identifies characteristics of literary genres, analyzes relationships between events in a story and a character's behavior, explains conflict resolution, and identifies literary devices such as foreshadowing, imagery, and figurative language (e. g. simile, metaphor)</p> <p>When reading informational or practical/workplace text, student accurately identifies author's purpose, uses text features (e. g. lists, indexes, headings, pictures) and organizational patterns (cause and effect, comparison/contrast, sequence)</p> <p>When reading persuasive text, student correctly identifies author's purpose and identifies commonly used persuasive techniques (e.g., expert opinion, testimonial, bandwagon)</p>	<p>Student demonstrates some understanding of literary, informational, persuasive, and practical/workplace texts.</p> <p>When reading literary text, student responds with some accuracy in identifying author's purpose, describing literary elements (e.g., characterization, setting, plot), identifying characteristics of literary genres, analyzing relationships between events in a story and a character's behavior, explaining conflict resolution, and identifying literary devices such as foreshadowing, imagery, and figurative language (e. g. simile, metaphor)</p> <p>When reading informational or practical/workplace text, student responds with some accuracy in identifying author's purpose and using some text features (e. g. lists, indexes, headings, pictures) and organizational patterns (cause and effect, comparison/contrast, sequence)</p> <p>When reading persuasive text, student responds with some accuracy in identifying author's purpose and using some commonly identified persuasive techniques (e.g., expert opinion, testimonial, bandwagon)</p>	<p>Student demonstrates minimal understanding of literary, informational, persuasive, and practical/workplace texts.</p> <p>When reading literary text, student inaccurately: identifies author's purpose, describes literary elements (e.g., characterization, setting, plot), identifies characteristics of literary genres, analyzes relationships between events in a story and a character's behavior, explains conflict resolution, and identifies literary devices such as foreshadowing, imagery, and figurative language (e. g. simile, metaphor)</p> <p>When reading informational or practical/workplace text, student inaccurately identifies author's purpose and makes minimal use of text features (e. g. lists, indexes, headings, pictures) and organizational patterns (cause and effect, comparison/contrast, sequence)</p> <p>When reading persuasive text, student inaccurately identifies author's purpose and minimally uses some commonly identified persuasive techniques (e.g., expert opinion, testimonial, bandwagon)</p>

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<u>Reasoning</u>	<p>Student demonstrates insightful, accurate, comprehensive reasoning supported by detailed evidence from the text (e.g., analysis, reflection, synthesis, evaluation).</p> <p>Effectively analyzes and evaluates supporting details and justifies their importance</p> <p>Summarizes information in a clear, succinct manner, identifies bias and/or misinformation and reflects on/evaluates its purpose, distinguishes between subtle fact and opinion, and analyzes the effectiveness of arguments and supporting evidence</p>	<p>Student demonstrates clear and accurate reasoning skills supported with sufficient details and/or examples from the text.</p> <p>Effectively identifies supporting details and explains their importance</p> <p>Effectively summarizes information, identifies bias and/or misinformation, distinguishes between fact and opinion, and identifies arguments and supporting evidence</p>	<p>Student demonstrates some reasoning with limited support/details from the text.</p> <p>Identifies obvious supporting details and basically explains their importance</p> <p>Summarizes information ineffectively, identifies some bias and/or misinformation, distinguishes between obvious fact and opinion, and identifies some arguments and supporting evidence</p>	<p>Student demonstrates little or no reasoning and response lacks relevance and detail.</p> <p>Incorrectly identifies obvious supporting details and minimally explains their importance</p> <p>Provides a limited summary of information, incorrectly identifies bias and/or misinformation, inaccurately distinguishes obvious fact and opinion, and minimally identifies some arguments and supporting evidence</p>
<u>Connections</u>	<p>Student makes and justifies insightful connections between text and the student's life and/or real-world issues.</p> <p>Provides insightful reflection and evaluation of what is read</p> <p>Integrates information from text to student's life and/or real-world issues</p>	<p>Student makes clear connections between text, the student's life, and/or real-world issues.</p> <p>Effectively reflects on and evaluates what is read</p> <p>Effectively connects information from text to student's life and/or real-world issues</p>	<p>Student demonstrates some connections between text, the student's life, and/or real-world issues.</p> <p>Some reflection and evaluation of what is read</p> <p>Some connection of information from text to student's life and/or real-world issues</p>	<p>Student demonstrates minimal connections between text, the student's life, and/or real-world issues.</p> <p>Limited reflection and evaluation of what is read</p> <p>Minimal connection of information from text to student's life and/or real-world issues</p>

<u>GRADE 10 READING</u>				
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<u>Text</u>	<p>Student demonstrates in-depth knowledge of the text, including literal and non-literal meaning in literary, informational, persuasive, and practical/ workplace texts.</p> <p>Interprets and evaluates the use of concrete and abstract terms in context Thoroughly interprets the meaning of a passage</p> <p>Concisely and clearly paraphrases important parts of a passage</p> <p>Identifies persuasive techniques and evaluates purposes of persuasion</p> <p>Evaluates the use of specialized vocabulary</p>	<p>Student demonstrates overall knowledge of the text, including literal and non-literal meaning in literary, informational, persuasive, and practical/ workplace texts.</p> <p>Interprets concrete and abstract terms in context</p> <p>Interprets the meaning of a passage</p> <p>Paraphrases important parts of a passage</p> <p>Identifies and partially analyzes persuasive techniques and purposes of persuasion Interprets the meaning of specialized vocabulary Eliminates distracters</p>	<p>Student demonstrates some knowledge of the text, including literal and non-literal meaning in literary, informational, persuasive, and practical/workplace texts.</p> <p>Interprets concrete terms and identifies abstract terms in context Partially interprets the meaning of a passage (Opinion not necessarily based on evidence from text.) Summarizes passage Partially paraphrases some parts of a passage</p> <p>Identifies use of persuasion with or without naming the technique</p> <p>Interprets the meaning of some specialized vocabulary</p>	<p>Student demonstrates minimal and/or incorrect knowledge of the text, including literal and non-literal meaning in literary, informational, persuasive, and practical/workplace texts.</p> <p>Identifies concrete terms in context</p> <p>Confuses or misinterprets the meaning of a passage</p> <p>Partially summarizes passage</p> <p>Identifies simplistic persuasive techniques with or without naming the technique</p> <p>Confuses or misinterprets the meaning of some specialized vocabulary</p>
<u>Analysis</u>	<p>Student analyzes information accurately and in depth to solve problems, evaluate situations, draw conclusions, evaluate arguments, and/or formulate opinions. Evaluates information for a realistic purpose</p> <p>Consistently makes, confirms, or revises insightful and perceptive predictions</p>	<p>Student applies information appropriately to solve problems, analyze situations, draw conclusions, identify arguments, and/or formulate opinions. Locates, analyzes, applies information for a realistic purpose Makes, confirms, or revises predictions</p>	<p>Student applies basic information to solve problems, analyze situations, draw conclusions, identify arguments, and/or formulate opinions. Locates and applies information for a realistic purpose Makes and confirms predictions</p>	<p>Student uses basic information to identify problems and/or arguments contained within text.</p> <p>Locates information</p> <p>Makes predictions</p>

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<u>Understanding</u>	<p>Student demonstrates a thorough understanding of literary techniques (such as symbolism, irony), formatting and organizational patterns, and/or persuasive techniques.</p> <p>Thoroughly analyzes the effect of literary techniques</p> <p>Evaluates the use of text features and organizational patterns to enhance understanding</p> <p>Evaluates a variety of persuasive and propaganda techniques to enhance understanding</p> <p>Evaluates the uses of page format and layout in conveying information</p>	<p>Student demonstrates a broad understanding of literary techniques (such as irony, figurative language), formatting and organizational patterns, and/or persuasive techniques.</p> <p>Analyzes the effect of literary techniques</p> <p>Recognizes the use of text features and organizational patterns to enhance understanding</p> <p>Identifies and partially analyzes a variety of persuasive and propaganda techniques</p> <p>Uses page format and layout to interpret information</p>	<p>Student demonstrates a basic understanding of literary techniques (such as conflict/resolution, figurative language), formatting and basic organizational patterns, and/or some persuasive techniques.</p> <p>Identifies (with some interpretation) literary techniques</p> <p>Recognizes the use of some text features and organizational patterns</p> <p>Identifies some persuasive and propaganda techniques</p> <p>Recognizes page format and layout</p>	<p>Student demonstrates a limited understanding of literary techniques (such as conflict, simplistic figurative language), formatting and basic organizational patterns, and/or some obvious persuasive techniques.</p> <p>Identifies obvious literary techniques</p> <p>Recognizes the use of superficial text features and simplistic organizational patterns</p> <p>Identifies obvious persuasive techniques</p> <p>Recognizes superficial page format and layout</p> <p>Draws obvious conclusions</p>
<u>Communications</u>	<p>Student demonstrates effective communication skills supported with insightful, relevant details and/or examples from the text.</p> <p>Clearly explains the process in which the conflict is resolved</p> <p>Analyzes arguments giving appropriate supporting details</p> <p>Evaluates and justifies the essential information needed to accomplish a task</p>	<p>Student demonstrates clear and accurate communication skills supported with appropriate, sufficient details and/or examples from the text.</p> <p>Explains the process in which the conflict is resolved</p> <p>Accepts or rejects an argument giving appropriate supporting details</p> <p>Identifies and analyzes essential information needed to accomplish a task</p>	<p>Student demonstrates communication skills supported with some details and/or examples from the text.</p> <p>Identifies the conflict and resolution in a passage</p> <p>Accepts or rejects an argument giving some support</p> <p>Identifies (with partial interpretation) some information needed to accomplish a task</p>	<p>Student demonstrates communication skills supported with minimal details and/or examples from the text.</p> <p>Identifies the conflict in a passage</p> <p>Accepts or rejects an argument giving minimal support</p> <p>Identifies limited information needed to accomplish a task</p>

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<u>Connections</u>	<p>Student makes and justifies connections between text, prior knowledge, and/or real-world issues. Student extends ideas in the text and evaluates the usefulness of text information by making connections to his/her own experiences and other readings.</p> <p>Evaluates differing points of view in two or more passages and justifies the stronger</p> <p>Thoroughly analyzes content as it applies to students' lives and real-world issues</p>	<p>Student makes clear connections between text, prior knowledge, and/or real-world issues. Student extends ideas in the text and analyzes the usefulness of text information by making connections to his/her own experiences and other readings.</p> <p>Compares and contrasts differing points of view in two or more passages</p> <p>Analyzes content as it applies to students' lives and real-world issues</p>	<p>Student makes connections between text, prior knowledge, and/or real-world issues.</p> <p>Compares differing points of view in two or more passages</p> <p>Recognizes the connection of content to students' lives and real-world issues</p>	<p>Student makes minimal connections between text, prior knowledge, and/or real-world issues.</p> <p>Identifies differing points of view in two or more passages</p> <p>Recognizes obvious connection of content to students' lives</p>